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ABSTRACT

This is the seventh of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is: "What is the good life?" The objectives are listed as to generalizations, skills, and values. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. The focus of the unit is on the present and on questions which face young Americans today. The unit is designed to show that the social sciences can help find out how different peoples or societies view the good life but cannot provide answers to normative questions. The unit raises questions of ethics and relates ethics to some of the current problems in American society. The unit uses a wide reading program and draws upon empirical studies by psychologists, anthropologists, and psychiatrists. The alientation of college youth and the question of commitment in modern society are considered. The unit includes an examination of changing values and patterns in American life and the effects of our society upon human beings. The teacher's guide is SO 006 331; other units are SO 006 332-335 and SO 006 337 and 338. (Author/KSM)

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Grade: Twelve
Unit: What Is the Good Life?

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RESOURCE UNIT 7

SP006336

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1968

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OBJECTIVES

This unit is designed to make progress toward developing the following:

GENERALIZATIONS

1. All peoples have certain basic drives, although they satisfy them differently.

2. In all societies people are expected to behave in certain ways and are taught to believe that certain things are good and certain things are bad.

3. Within the primary group of the family the parents and older siblings or other relatives direct expectations (organized into roles) toward the child. They reinforce these with both positive and negative sanctions.

4. The child internalizes these expectations and acts out roles according to the way he interprets the expectations (defines the situation).

5. Through the process of socialization, each individual acquires a self.

6. Child-rearing techniques have a great effect on personality factors such as conscience, anxiety, aggressiveness, independence, and attitudes toward achievement.

7. In different societies or in different groups in any one society, some emotions and sentiments are strongly repressed; others are encouraged. As a result any one group has a modal personality or personalities among its adults.

8. Social sanctions, both formal and informal, are used in the process of socialization and later to maintain social control; however, social control is also furthered by internalized values which result from socialization.

9. Frustration and/or self-hatred or self-doubts may lead to apathy.

10. Frustration may lead to aggression.

11. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

12. Although culture is always changing, certain parts or elements may persist over long periods of time.

ATTITUDES

1. ATTEMPTS TO IDENTIFY, EXAMINE AND CLARIFY HIS OWN VALUES AND TO WORK OUT A CONSISTENT VALUE SYSTEM.

2. ATTEMPTS TO WORK OUT A CONSIDERED PHILOSOPHY OF LIFE.

3. IS COMMITTED TO AN ATTEMPT TO ACHIEVE GOALS RELATED TO HIS VALUES.

4. HOLDS HIMSELF ACCOUNTABLE FOR HIS OWN ACTIONS.

5. VALUES HUMAN DIGNITY.

6. IS SENSITIVE TO THE FEELINGS OF OTHERS.

7. EVALUATES PROPOSALS, PROGRAMS, AND EVENTS IN TERMS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

8. BELIEVES IN EQUALITY OF OPPORTUNITY FOR ALL.

9. RESPECTS THE RIGHTS OF OTHERS.

10. BELIEVES IN THE POSSIBILITIES OF IMPROVING SOCIAL CONDITIONS.

11. EVALUATES INSTITUTIONS AS A MEANS OF PROMOTING HUMAN WELFARE, NOT BECAUSE OF TRADITION: IS WILLING TO CHANGE INSTITUTIONS AS TIMES CREATE NEW PROBLEMS.

12. VALUES CHANGE AS A MEASURE OF ACHIEVING GOALS BUT DOES NOT EQUATE CHANGE WITH PROGRESS.

13. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

14. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

15. HAS A REASONED LOYALTY TO THE UNITED STATES AND DESIRES TO MAKE IT AN EVER-BETTER PLACE IN WHICH TO LIVE.

16. COOPERATES WITH OTHERS TOWARD COMMON GOALS, BUT REJECTS UNTHINKING CONFORMITY.

SKILLS

1. Identifies value conflicts.

2. Interprets charts.

3. Reads for the main ideas.

4. Draws inferences from data.

5. Is able to empathize with others, seeing things through their eyes, whether he accepts their viewpoint or sympathizes with them or not.

6. Identifies assumptions.

7. Distinguishes between facts, inferences, and value judgments.

8. Checks on the completeness of data.

9. Examines sample used in study to see if it is representative of population for which generalizations are being made.

10. Classifies data.

11. Applies previously-learned concepts and generalizations to new data.

12. Considers possible consequences of alternative courses of action.

OBJECTIVES	OUTLINE OF CONTENT
A. ATTEMPTS TO IDENTIFY, EXAMINE AND CLARIFY HIS OWN VALUES AND TO WORK OUT A CONSISTENT VALUE SYSTEM.	I. The questions of "What is the good man?" "What is the good life?" and "What is the good society?" are interrelated.
S. Distinguishes between facts, inferences, and value judgments.	II. The questions of "What is the good man?" "What is the good life?" and "What is the good society?" are value or normative questions and cannot be answered by social scientists. However, social scientists can help people answer these questions by helping them predict the consequences of following certain value positions and by helping them understand better the nature of man.

TEACHING PROCEDURES

MATERIALS

1. Say: In this last unit in the course and of your social studies program in this school, we are going to examine the question: "What is the Good Life?" We will also examine the related questions of "What is the good man?" and "What is the good society?" What do you think we mean when we ask the question, "What is the Good Life?" Discuss briefly and then have pupils discuss the meanings of the other two questions. Ask: How are all of these three questions related? (Let pupils discuss their present ideas about these relationships. Do not press for final conclusions at this time. The class will return to analyze these relationships in more detail at the end of the unit. Perhaps tape this discussion in order to compare it with their views at the end of the unit.)

2. Now have each pupil write an essay on his present ideas about the question: "What is the Good Life?"

   Collect these essays, and save them for reevaluation later in the unit. However, select several contrasting essays to use in activity # 5. Also have a committee tabulate values expressed in the essays and the number of pupils who hold each value.

3. Discuss: To what extent do you think social scientists can help us study questions about the good man, the good life and the good society? Why? Review the differences between values, generalizations and theories or between normative questions and non-normative questions. Also review the role of social scientists in helping predict consequences of following different value positions and in studying values. Draw upon experiences in earlier units as pupils discuss this question.

Ask: If the social sciences and sciences cannot tell us what we should value or what goals we should seek, why is it important for us or for Americans in general to examine their values and goals carefully?

4. Remind pupils of all of the different cultures which they have studied in their social studies classes, including those of Africa which they have studied this year. Ask: How did the views of these different people differ as to what is the good life? To what extent, if at all, do you think they agreed on any aspects of the good life? Do you think all of the peoples whom you have studied in the last few years would spend a great deal of time asking the question, "What is the good life?" Why or why not? What does a thorough study of this question imply? (Relate to people's beliefs that it is worth studying because man can change things). Do all peoples believe that they can change the world around them? What do most of the norms and values of those with fatalistic views relate to--the good life or the good man? Suppose you think that people in this country do not have the good life and many people agreed with you. How would Americans react? Why? (Again note the possible relationship between the good life and the good society.)

5. Read aloud or ditto, without using the students' names, the contrasting essays you have selected from among those pupils wrote on "What is the Good Life?" Discuss the differences briefly, and help pupils identify some of the value conflicts which are suggested. Also, make a list of some of the values upon which at least a majority of the class agreed. Ask: Why do you think there is so much agreement among you upon these values?

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

S. Is able to empathize with others, seeing things through their eyes, whether he accepts their viewpoint or sympathizes with them or not.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

A. VALUES HUMAN DIGNITY.

S. Reads for the main ideas.

S. Identifies assumptions.

IV. Although people in the same and different societies have differed greatly about what constitutes the good man, the good life and the good society, certain ideas seem to recur in many ages and societies.

A. ATTEMPTS TO IDENTIFY, EXAMINE, AND CLARIFY HIS OWN VALUES AND TO WORK OUT A CONSISTENT VALUE SYSTEM.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

A. HOLDS HIMSELF ACCOUNTABLE FOR HIS OWN ACTIONS.

A. The field of philosophy known as ethics attempts to provide principles by which man can decide what is good; however, philosophers disagree upon the principles to be used.

6. Have each pupil choose a book from the reading list. Let them browse through the books until each student finds one he wishes to read. In some cases, pupils may wish to read a series of short articles instead of any one book. Some pupils might read books about utopias or books which present negative utopias. Others might read books about people who encountered hardship but seemed to lead happy lives. Some might read books about people who seemed to lead very unhappy lives, regardless of their material well-being. Still others might read books about psychologists who worked with maladjusted children or people who took on the job of bringing up maladjusted children. Some might read books about people who committed themselves to working for others or who obviously were leading happy lives. Let pupils read several days in class and then finish their reading outside of class. While they are completing the books outside of class, you may wish to do the following:

See Part one of bibliography.

a. Discuss: How do you think man can decide what is ethical or good conduct if he does not just accept the general mores of his society.

Frankena, Ethics. (for teacher)

After pupils have discussed this question for a brief period, have them read a brief summary which you have prepared or present a brief summary to them of different philosophical points of view about how we can determine what is right or ethical conduct. Do not try to have pupils learn the names of such viewpoints, only the standards used.

Present pupils with some of the examples discussed by authors of ethics books to show the dilemmas which one might face in trying

e.g. Scriven, "Morality," pp. 61, 65.

S. Considers possible consequences of alternative courses of action.

A. EVALUATES PROPOSALS, PROGRAMS, AND EVENTS IN TERMS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

A. BELIEVES IN EQUALITY OF OPPORTUNITY FOR ALL.

S. Applies previously-learned concepts and generalizations to new data.

S. Draws inferences from data.

B. Empirical studies have shown that people can undergo many deprivations and hardships and remain happy individuals, and other people, faced by fewer hardships as perceived by observers, may be unhappy people.

to apply a rule of ethics. Have the class discuss what they think would be the ethical or moral thing to do in the situation. Then read aloud the author's comments about the situation. Compare and discuss the different viewpoints. Then ask: What implications would each of these viewpoints have for the chances of people to live the good life? for the chances of achieving a good society? Why? With which position do you now agree, or can you think of any other way of determining what is right or ethical conduct?

b. Have several pupils read and report on the arguments by Scriven about the justifications which can be used to persuade men to lead moral lives or follow principles of morality. Discuss: Would you agree with his arguments? Why or why not?

Scriven, "Morality," pp. 6-27.

c. Tell the class about Bruno Bettelheim's study at draft centers at the end of World War II. He asked the men whether they had had a good or bad experience during the war and he compared their conceptions with their actual army experiences. Many of those who had had relatively safe jobs felt the experience had been bad. Many of those who had undergone very dangerous jobs and been wounded felt the experience had not been bad. Ask: How might we account for these findings? What do they suggest about the good life?

S. Identifies assumptions.

S. Identifies value-conflicts.

A. ATTEMPTS TO IDENTIFY, EXAMINE, AND CLARIFY HIS OWN VALUES AND TO WORK OUT A CONSISTENT VALUE SYSTEM.

A. ATTEMPTS TO WORK OUT A CONSIDERED PHILOSOPHY OF LIFE.

C. A number of men have been critical of their own societies and have written utopias to indicate what they think might constitute the good society or they have written pseudo or negative utopias to indicate what they think certain trends in their own society may lead to if allowed to continue or not controlled.

S. Identifies assumptions.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

A. VALUES HUMAN DIGNITY.

A. ATTEMPTS TO IDENTIFY, EXAMINE, AND CLARIFY HIS OWN VALUES AND TO WORK OUT A CONSISTENT VALUE SYSTEM.

A. ATTEMPTS TO WORK OUT A CONSIDERED PHILOSOPHY OF LIFE.

D. Most people would agree that the good life does not necessarily mean a life filled only with pleasures or material well-bring.

7. After pupils have completed their reading, break them up into buzz groups according to the types of books they have read.

   a. Have those who have read the real utopias discuss (1) Why did these authors write such books, if no such societies existed? Is there any value to trying to work out such utopias? Why or why not? (2) What did the authors see as the answers to the questions: What is the good man? What is the good life? What is the good society? Would you agree with their answers? Why or why not?

   b. Have those who have read the negative utopias discuss: (1) Did these authors believe that they were describing the good life and the good society? What do you think they considered the good life? the good society? the good man? (2) Why do you think these authors wrote their novels in the form in which they did? (3) Do you agree with the authors?

   c. Those who have read books about people who have encountered hardships but have been happy, might discuss: (1) In general, would you say the major characters described in the books and articles were leading a good life? Why or why not? (2) What things seemed to contribute most to their overall level of happiness, despite the hardships which they underwent? (3) Was there any relationship in your books between the characteristics of the good man and the good life?

S. Identifies assumptions.

S. Draws inferences from data.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

A. VALUES HUMAN DIGNITY.

A. ATTEMPTS TO IDENTIFY, EXAMINE, AND CLARIFY HIS OWN VALUES AND TO WORK OUT A CONSISTENT VALUE SYSTEM.

A. ATTEMPTS TO WORK OUT A CONSIDERED PHILOSOPHY OF LIFE.

S. Identifies assumptions.

S. Identifies value conflicts.

S. Draws inferences from data.

A. VALUES HUMAN DIGNITY.

S. Is able to empathize with others, seeing things through their eyes.

A. IS SENSITIVE TO THE FEELINGS OF OTHERS.

d. Those who have read books about child psychologists working with maladjusted children or about married couples who took on the job of working with maladjusted children or couples who had the job of bringing up mentally deficient or crippled children meet to discuss the following questions: (1) Do you think that those who worked with these children were living a good life? Why or why not? (2) What evidence in these accounts indicates factors needed by people if they are to lead the good life?

e. Those who have read books about people who were unhappy, might discuss: (1) In general, would you say that the major characters described in the books and articles were leading a good life? Why or why not? (2) What things seemed to contribute most to their overall feelings of unhappiness? (3) What things do you think they lacked in order to lead a good life? (4) Were these things which they could do something about or were they things imposed upon them by the society in which they lived? (5) Was there any relationship in your books between the characteristics of the good man and the good life?

A. ATTEMPTS TO IDENTIFY, EXAMINE, AND CLARIFY HIS OWN VALUES AND TO WORK OUT A CONSISTENT VALUE SYSTEM.

A. ATTEMPTS TO WORK OUT A CONSIDERED PHILOSOPHY OF LIFE.

A. ATTEMPTS TO IDENTIFY, EXAMINE, AND CLARIFY HIS OWN VALUES AND TO WORK OUT A CONSISTENT VALUE SYSTEM.

A. ATTEMPTS TO WORK OUT A CONSIDERED PHILOSOPHY OF LIFE.

S. Checks on the completeness of data. Examines sample used in study to see if it is representative of population for which generalizations are being made.

S. Draws inferences from data.

S. Distinguishes between facts, inferences, and value judgments.

S. Draws inferences from data.

G. All peoples have certain basic drives, although they satisfy them differently.

E. Some social scientists have gathered data which may help people answer the questions raised in this unit.

1. Empirical studies have shown that the young baby needs love in order to develop both physically and mentally. These studies, plus studies of the mentally ill have lead many psychologists and psychoanalysts to the belief that man needs love and affectionate relationships with others if he is to be happy.

f. Those who have read books about people without handicaps who seemed to be leading happy lives should discuss: (1) Do you think the characters in your book were leading a good life? Why or why not? (2) What do you think the most important factors were in making for their feelings about the quality of their lives?

8. After the buzz groups have met for a time, hold a general class discussion on the following questions: On the basis of your readings and small group discussions, what do you think makes for the good life? Why? Are there any things which you think all people need for the good life, or are people so different that we cannot generalize? Did you change your minds at all about what makes for the good life as you read these books? Why or why not?

9. Have pupils read or have several pupils read and report on the article "What Makes You Happy" which describes the results of a national survey of American people on whether or not they were happy. Discuss the findings for the American people and the conclusions of the author of the study about what makes for happiness.

"What Makes You Happy." Science Digest, Oct., 1963, pp. 36-40.

10. Show the film: Maternal Deprivation and present pupils with data on studies related to deprivation of love and physical development of babies. Discuss: What does this data support about basic needs of human beings and therefore the good life?

Film: Growth Retardation and Maternal Deprivation.

G. Child-rearing techniques have a great effect on personality factors such as conscience, anxiety, aggressiveness, independence, and attitudes toward achievement.

S. Checks on the completeness of data.

S. Distinguishes between facts, inferences, and value judgements.

S. Draws inferences from data.

G. All peoples have certain basic drives although they satisfy them differently.

G. Child-rearing techniques have a great effect on personality factors such as conscience, anxiety, aggressiveness, independence, and attitudes toward achievement.

G. Within the primary group of the family the parents and older siblings or other relatives direct expectations (organized into roles) toward the child. They reinforce these with both positive and negative sanctions.

G. The child internalizes these expectations and acts out roles according to the way he interprets the expectations (defines the situation).

2. Psychological studies and anthropological studies have provided data about basic physical drives in man and a certain amount of evidence to support hypotheses about other motivations common to mankind, even though they also have evidence that motivations are affected by the culture within which people are reared.

11. Have pupils read sections from psychology books about the basic drives and acquired motivations of people. Discuss these needs of human beings in terms of the degree of their universality. (Draw here upon what pupils have learned in earlier courses.) Also discuss: To what extent do we have empirical evidence of such needs? What kinds of evidence do we have, if any? Are there any difficulties in generalizing too much from such evidence? What problems are there in acquiring evidence needed to prove some of these statements?

    Discuss: Suppose that you accept these statements about needs. What implications would they have for the essentials of a good life? What implications would they have for the needs which must be met by the good society?

e.g. Ruch, Psych and Life, ch. 5,
Montagu, "Awesome Power o of Human Love"
Horney, Neurotic Personality of Our Time.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

S. Checks on the completeness of data.

S. Draws inferences from data.

A. ATTEMPTS TO IDENTIFY, EXAMINE, AND CLARIFY HIS OWN VALUES AND TO WORK OUT A CONSISTENT VALUE SYSTEM.

3. Studies have shown that most people in our society find other values for work than just earning a living; these values vary, depending upon the type of occupation, although some seem to be fairly widespread. These studies do not prove that man has an inner need for work, but they do seem to indicate that man in our society as it is constituted develops certain psychological needs for work.

4. Studies provide some data to suggest that man needs different kinds of stimulation and experiences if he is to function well mentally.

S. Checks on the completeness of data.

S. Distinguishes between facts, inferences, and value judgments.

S. Draws inferences from data.

12. Have pupils examine the data in the study of how many people would go on working if they did not need the money and why they would continue working. After the class has analyzed the data to find out why these people think work important in their lives, ask: Do you think that some work is essential for the happy or good life? Why or why not? (Perhaps relate to some of the books they read earlier.) Perhaps have some members of the class read other analyses of the role of work in men's lives. They might report back to class on the extent of agreement and disagreement which they find and analyze points of disagreement.
Also ask: Why is the kind of work which people choose important to them if they wish to live the good life?

Nosow and Form, eds., Man, Work, & Society, pp. 29-35, 41-54.

13. Discuss: What do you mean by recreation? (Perhaps tape this discussion.) How important do you think recreation is for the good life? Why? Have the entire class or a small group of students read discussions of the importance of recreation and the reasons for this importance. Then have pupils reexamine their earlier ideas about recreation.

14. If this material was not included in activity # 11, have a pupil read and report on psychological data related to the need for new or varied experiences and perceptions. He should include data both from animal studies and studies of human beings. Afterwards, discuss: What implications do such studies have for the good life? the good society?

Larrabee and Neyersohn eds., Mass Leisure, pp. 136-141 (experiment on human beings).
Ruch, Psychology and Life.

S. Considers possible consequences of alternative courses of action.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

5. The choice of occupation affects the relative amounts of work and recreation which a person will have as well as other ways in which they can help or hinder their chances for a good life.

S. Distinguishes between facts, inferences, and value judgments.

S. Considers possible consequences of alternative courses of action.

A. VALUES HUMAN DIGNITY.

A. ATTEMPTS TO WORK OUT A CONSIDERED PHILOSOPHY OF LIFE.

F. Much of the writing about the good life today concerns the potentials of happiness in societies that promote impersonality, personal insecurity, and anomic personalities as against those which promote warmth, personal security, and close personal relationships. Similarly, people within a society face questions about the kinds of actions which promote societies of each type and the relationship of such factors to the good life.

S. Distinguishes between facts, inferences, and value judgments.

A. ATTEMPTS TO WORK OUT A CONSIDERED PHILOSOPHY OF LIFE.

15. It is possible in some schools to have pupils move from this unit to further study of vocations and occupational choice. If this is planned, you may wish to have pupils read some of the studies which have been done of how industrial workers and professional people perceive the importance of work and the place of work in their lives and the amount of leisure time available for people in different occupations.

Smigel, ed., Work and Leisure, chs. 3-7.

16. Have pupils read Thirty-Eight Witnesses. Or have some pupils read this book and some read ariticles about similar cases in which Americans looked on while others were killed or injured.

Discuss: Why do you think these observers didn't help the victim or victims? Do you think they were justified in not helping? Do you think that such lack of involvement in other people's lives or lack of a commitment to help others in trouble makes for a good life? Do you think it is moral? Do you think that a society in which people act this way is a good society? Do you think that if such attitudes are widespread that we can have a good society? Why or why not? Do people need more of an involvement with society as a whole or other human beings who are not close friends or relatives in order to have a good life?

Rosenthal, Thirty-Eight Witnesses.
Use Reader's Guide to Periodical Literature to locate recent examples of this type.

And see film: Detached People, available from Minneapolis Public Library.

17. Perhaps have several good students read Fromm's The Art of Loving and some of the criticisms of Fromm's analysis of the productive person and love. They might report on this psychiatrist's views about what makes for the good life and upon their reactions to his views.

Fromm, The Art of Loving
Schaar, Escape from Authority, The Perspectives of Erick Fromm, ch. 2.

A. ATTEMPTS TO WORK OUT A CONSIDERED PHILOSOPHY OF LIFE.

G. Changing views of religion have led to the development and growth of existential philosophy which has had an important influence upon many Americans. Although there are some common elements in the views of most existentialists, there are also important differences.

A. VALUES CHANGE AS A MEASURE OF ACHIEVING GOALS BUT DOES NOT EQUATE CHANGE WITH PROGRESS.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

V. Rapid changes in American life have led to changing values and conflicts in values and some argue to conditions which tend to lead to large numbers of alienated people or people who have not developed a sense of identity and so cannot lead a happy life. These may lead to other factors which make the good life difficult to achieve.

A. Rapid changes in American life have lead to changing and conflicting American values, even though some values have persisted to the present day.

S. Differentiates between facts, inferences, and value judgments.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

A. COOPERATES WITH OTHERS TOWARD COMMON GOALS, BUT REJECTS UNTHINKING CONFORMITY.

B. Social scientists do not agree about whether or not we have developed a mass society which has led to conformity or a secular, pluralistic society which has reduced the demands for conformity but made the remaining demands more obvious to the people in the society. In part these differences arise because of differences in definition of terms, in part becaise of differences in historical perspective, and in part because of differences in concerns and values of the writers. The writings on these subjects are largely theoretical rather than heavily empirical.

18. A few very good students might wish to read some analyses of existential philosophy. They should tell the class about some of the underlying ideas of this philosophy, some of the differences among those who claim to be existentialists, and some of the implications which they see for attempts to answer the questions raised in this unit.

V. hite, Age of Analysis, ch. 8. Barrett, Irrational Man, chs. 7-10.

19. Review with the students what they learned about changing American values in their tenth grade American history course. Or, if pupils have not come through the Center's course, spend some time dealing with basic American values early in American history and the studies mentioned in the last unit in the tenth grade on American values in the 20th century. Have pupils examine a social scientist's list of American values today and the conflicts which exist between some values. Discuss: Would you agree that the people whom you know accept these values? What conflicts do you see in these values? Do you think these values contribute to the good life? Why or why not?

Morison, ed., The American Style, pp. 145-217, esp. 153-155, 180-181.

20. Have some of the better students read books which take the point of view that America has become a mass society which demands more and more conformity and which has made it difficult for people to achieve a sense of identity. These pupils should also read brief statements which challenge these interpretations. They should present a panel in which they discuss: (a) Has America become a mass society which demands greater conformity than in the past from the individual members? (b) What are the implications of the changes

Riesman, The Lonely Crowd. Whyte, The Organization Man. White, Beyond Conformity.

Rose, Sociology, pp. 362-378. Rosenberg, ed., Analyses of Contemporary

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. In different societies or in different groups in any one society, some emotions and sentiments are strongly repressed; others are encouraged. As a result any one group has a modal personality or personalities among its adults.

S. Applies previously-learned concepts and generalizations.

G. Social sanctions, both formal and informal, are used in the process of socialization and later to maintain social control; however, social control is also furthered by internalized values which result from socialization.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

in American society for the good life? (c) How have these changes affected American values? (d) Do you think any changes in values contribute to or promote the good life in the world in which we live? Do they hinder or promote the development of the good man?

Society, pp. 18-21. (On aspects of homogeneity but possibilities for less conformity than in past. Other selections in the book present the ideas of mass society and conformity.)

21. Discuss: To what extent must people in a democratic society agree upon common values to maintain the society? (Relate to sub-cultures basic procedural ground rules for operation, etc.)

S. Identifies value conflicts.

S. Identifies assumptions.

A. HAS A REASONED LOYALTY TO THE UNITED STATES AND DESIRES TO MAKE IT AN EVER-BETTER PLACE IN WHICH TO LIVE.

C. Rapid urbanization is viewed differently by different people as they examine the kind of society which may lead to the good life for large numbers of people.

S. Distinguishes between facts, inferences, and value judgments.

D. A number of the alienated youth today differ from those of the past in the extent to which they reject American values of their parents and in the modes of their alienation.

S. Examines sample used in study to see if it is representative of population for which generalizations are being made.

S. Considers possible consequences of alternative courses of action.

A. ATTEMPTS TO IDENTIFY, EXAMINE, AND CLARIFY HIS OWN VALUES AND TO WORK OUT A CONSISTENT VALUE SYSTEM.

1. A study has shown that alienated youth and non-alienated youth seem to have had different family experiences in their early childhood or at least they have perceived these experiences differently.

22. You may wish to have pupils discuss urbanization in relationship to the good life. What kinds of urban problems have developed? Is it possible to have a good life in a large metropolitan area? What are the advantages and disadvantages of urban living? What might be done to improve urban areas to make the good life possible for larger numbers of people?

23. Tell the class that they are now going to look at the insights derived in part from an empirical study of alienated and non-alienated youth by a member of the Yale Department of Psychiatry. They should distinguish as they analyze the study between the data derived from this empirical study and the hypotheses and theories presented which relate to the author's broader psychological studies and theories and his own philosophy of life.

24. Have one or several mature, good readers study sections of Keniston's The Uncommitted, Alienated Youth in American Society. He (or they) should describe the research design of the study and then do the following: (a) Describe the differences in values between the alienated youth and typical American values, (b) Describe differences in family histories and psychological adaptations of alienated and non-alienated college youth.

Keniston, The Uncommitted, Part I.

Or provide students with a summary of this part of Keniston study. Discuss the sample and the findings.

Perhaps give pupils examples of statements which alienated pupils accepted in the Keniston study. Discuss the implications of such statements both for the good life and the good society.

Keniston, The Uncommitted, ch. 3.

S. Checks on the completeness of data.

S. Distinguishes between facts, inferences and value judgements.

S. Draws inferences from data.

A. ATTEMPTS TO IDENTIFY, EXAMINE, AND CLARIFY HIS OWN VALUES AND TO WORK OUT A CONSISTENT VALUE SYSTEM.

A. ATTEMPTS TO WORK OUT A CONSIDERED PHILOSOPHY OF LIFE.

G. Within the primary group of the family the parents and older siblings or other relatives direct expectations (organized into roles) toward the child. They reinforce these with both positive and negative sanctions.

G. The child internalizes these expectations and acts out roles according to the way he interprets the expectations (defines the situation).

2. One study has indicated that some of the alienated youth were outwardly rejecting things which they unconsciously desired.

25. Read aloud quotations depicting the unconscious desires of the alienated as contrasted with their conscious beliefs. Explain the way in which these unconscious desires were identified by the researchers. Then discuss: To what extent does the identification of these unconscious desires of the alienated seem to support other psychological data on the needs of human beings if they are to live happy lives.

Keniston, The Uncommitted, pp. 181-184.

26. Have pupils use psychology books to investigate the present state of psychological theory about maturation stages in human life and the changes which each level of maturation means. Have the class analyze these stages or changes suggested by Keniston in terms of developmental estrangement and losses felt by people and the gains which offset the losses for most people.

Ruch, Psychology and Life, pp. 57-62.
Keniston, The Uncommitted, pp. 456-461.

G. Child-rearing techniques have a great effect on personality factors such as conscience, anxiety, aggressiveness, independence, and attitudes toward achievement.

G. Through the process of socialization, each individual acquires a self.

S. Draws inferences from data.

S. Applies previously-learned concepts and generalizations to new data.

A. ATTEMPTS TO WORK OUT A CONSIDERED PHILOSOPHY OF LIFE.

G. Social sanctions, both formal and informal are used in the process of socialization and later to maintain social control; however, social control is also furthered by internalized values which result from socialization.

S. Draws inferences from data.

S. Is able to empathize with others.

S. Draws inferences from data.

3. The same study has shown that the alienated youth were unhappy people; although some alienated people, especially those who follow modes to change society, may not be unhappy, few people can reject all or most norms of their society and not be happy if they continue to live in that society.

4. Even the extremely alienated youth of the Keniston study seemed to be searching for values and for some philosophy to give meaning to their existence.

27. Read aloud brief quotations from The Uncommitted in terms of the author's analysis of the unhappiness of these people. Discuss: Why were these alienated students unhappy? What was missing from their lives so that they did not lead the good life? Do people have to conform completely to their society's values and norms to lead a good life? Can they reject all of the values and norms and still lead the good life? (Relate these questions to what pupils have learned about other societies.) If they reject many of the values, what do they need that these alienated students lacked in order to live the good life?

Keniston, The Uncommitted, pp. 101-102, 186-188.

28. Perhaps summarize or read aloud excerpts from the Keniston analysis of the alienated's quest for the meaning of existence. Discuss this quest despite rejection of values which the alienated presents. Also discuss: Does this quest indicate anything about man's needs for the good life?

Keniston, The Uncommitted, pp. 192-196.

S. Differentiates between facts, inferences, and value judgments.

A. EVALUATES PROPOSALS, PROGRAMS, AND EVENTS IN TERMS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

G. In different societies or in different groups in any one society, some emotions and sentiments are strongly repressed; others are encouraged. As a result any one group has a modal personality or personalities among its adults.

S. Applies previously-learned concepts and generalizations to new data.

A. EVALUATES PROPOSALS, PROGRAMS, AND EVENTS IN TERMS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

A. ATTEMPTS TO IDENTIFY, EXAMINE, AND CLARIFY HIS OWN VALUES AND TO WORK OUT A CONSISTENT VALUE SYSTEM.

5. Some social scientists lay the blame for much of the alienation of many youth upon society as well as upon parental upbringing. Some of the value questions raised by questions about the good life and good society relate to the relative importance placed upon material well being. Does material wealth lead to a better life? to the possibilities of a better life? Is material wealth more important than other factors in leading to the good life? Is there a conflict between material wealth and the possibilities of a good life or a good society?

29. Have several good students read the chapters in The Uncommitted which present the author's analysis of social trends and data which help explain alienation and even aspects of alienation and unhappiness in the lives of the nonalienated in our time. They might present the data and the rationale to the class. One student might also analyze the author's presentation of how society might be changed to provide for better lives for people.

    Discuss: To what extent would you agree with the author's analysis? Why? What is the author's major criticism of our society? Does the author reject all technology and material wealth as a basis for the good life? Why or why not? What suggestions does the author have for changing that society in order to provide for the good life for more people?

    Keniston, The Uncommitted, cha.

30. Have pupils think about the other societies about which they have read, past and present. Does material well-being contribute to the good life? Why or why not? Is material well-being enough for the good life?

S. Identifies assumptions.

S. Identifies value-conflicts.

S. Draws inferences from data.

S. Interprets charts.

S. Considers possible consequences of alternative courses of action.

S. Classifies data.

G. Frustration and/or self-hatred or self-doubts may lead to apathy.

G. Frustration may lead to aggression.

S. Considers possible consequences of alternative courses of action.

. There are many modes of alienation.

1. Some of the alienated may seek to reform or drastically change society.

2. Some types of alienation lead to serious problems for our society.

31. Perhaps have pupils or at least some pupils read Return to Laughter. They should analyze (a) the difference in values between the anthropologist and the people whom she studied, (b) the author's conclusions about value relativity, and (c) the author's conclusions about how the material level of the group she was studying affected their chances for the good life.

Bowen (Bohannan) Return to Laughter.

32. Perhaps project and explain the charts on alienation in The Uncommitted. Discuss the various modes of alienation or ways of reacting because of alienation. Ask: Is all alienation or all modes of alienation bad for American society? Why or why not? Which do pupils consider most useful for society and for individuals who dislike social norms or values? Why?

Keniston, The Uncommitted,

33. Remind pupils of what they learned in an earlier unit in the year about some of the Anti-Viet Nam war movements. Ask: Are these people alienated from their society? (Ask pupils to explain their answers.) How do the people in this movement differ from the alienated students studied by Keniston?

34. Perhaps divide the class into groups to study in more detail certain modes of alienation such as criminal acts, alcoholism, drug addiction, mental illness, the recent hippy movement, etc. Each group should study the causes of these modes (as seen by social scientists), the modes themselves, and how these modes affect both society and the happiness of the individuals involved. Those who study the criminal and the hippy movements should also consider these groups as subcultures within our society.

    Also discuss: Do you think the concept of alienation is sufficient to explain these problems? Why or why not?

Use library resources.

S. Differentiates between facts, inferences, and value judgments.

S. Considers possible consequences of alternative courses of action.

A. HAS A REASONED LOYALTY TO THE UNITED STATES AND DESIRES TO MAKE IT AN EVER-BETTER PLACE IN WHICH TO LIVE.

S. Applies previously-learned concepts and generalizations to new data.

A. EVALUATES INSTITUTIONS AS A MEANS OF PROMOTING HUMAN WELFARE, NOT BECAUSE OF TRADITION; IS WILLING TO CHANGE INSTITUTIONS AS TIMES CREATE NEW PROBLEMS.

A. BELIEVES IN THE POSSIBILITIES OF IMPROVING SOCIAL CONDITIONS.

A. RESPECTS THE RIGHTS OF OTHERS.

E. The good life is affected both directly for many adults and indirectly for children by changes in the American family and the success of marriage relationships.

F. Changes in the U.S. and in the world have brought about other problems which make it difficult for many to achieve the good life.

35. Perhaps have the entire class or a group of students investigate current sociological and psychological data on factors which seem to promote happy marriages and those which seem to lead to divorce. If no pupil has read Keniston's analysis of the family as a social factor in alienation, include this chapter as one of the sources of information. Afterwards, discuss: Does this sociological and psychological data on marriage help us answer the questions we have raised in this unit? If not, why not? If so, how?

Sociology textbooks, Keniston, The Uncommitted, ch. 10.

36. Ask: What other social problems besides those which we have discussed in this unit make it difficult for many people in our country to live a good life? (Review what students learned in earlier grades, such as in the unit on poverty in the ninth grade or unemployment problems in the tenth grade. Also review some of the problems introduced earlier in the 12th grade course, such as minority problems, problems of privacy, dangers of war, etc. If some of the pupils have not come through the ninth grade course, you may wish to have them study a short unit on problems of poverty in this country and relate it to the good life and the good society.

A. IS COMMITTED TO AN ATTEMPT TO ACHIEVE GOALS RELATED TO HIS VALUES.

G. Changes also have opened up many possibilities for the good life.

A. ATTEMPTS TO IDENTIFY, EXAMINE, AND CLARIFY HIS OWN VALUES AND TO WORK OUT A CONSISTENT VALUE SYSTEM.

A. ATTEMPTS TO WORK OUT A CONSIDERED PHILOSOPHY OF LIFE.

Remind pupils of the different modes of reaction by alienated people or people alienated from even some of the values of the society. Which modes would be most likely to bring about a better society which might get rid of some of the social problems which prevent large numbers of people from living the good life in our society? Are all reformers alienated from traditional American values? (Relate to desire of some to implement American values more fully--to overcome the gap between ideology and actuality.)

37. Discuss: Have all changes in American society and in the world led only to difficulties in achieving the good life? In the light of what you have learned about our society and others, how have some of these changes made possible a better life for many?

38. Play the tape of the discussion at the beginning of the unit about the relationship between the good man, the good life, and the good society. Ask: Do you still agree with your ideas as expressed in this tape, or have you changed your minds? Why?

    Have each pupil reread his early essay on "What Is the Good Life?" He should then write another essay entitled "The Good Life Reconsidered."